

Skim, Scan, Run!

An Active Approach to Developing Reading Macroskills

On your marks ... get set ... read!

In this webinar, we will:

- share information about *English Teaching Forum's* 60th anniversary celebration
- consider two essential reading macroskills, skimming and scanning
- examine a dynamic way to get students out of their seats as they collaborate and communicate during a reading race that involves a variety of texts
- explore adaptation ideas for various contexts



U.S. DEPARTMENT OF STATE



Kevin McCaughey & Heather Benucci



Kevin is a Regional English Language Officer based at the U.S. Embassy in Belgrade, Serbia. He was part of the first American English webinar series in 2009 and has offered many webinars since. Kevin is also a regular contributor to *English Teaching Forum* and is a member of the Editorial Board. His articles often have a focus on the nexus of movement and learning.



Heather is an EFL teacher educator who has led virtual professional development programs for teachers from over 100 countries. She is a long-time American English Live webinar producer and has been an English Language Specialist for projects in the Balkans region, Russia, and Brazil. Heather is an *English Teaching Forum* author and Contributing Editor ... she loves to read and run!



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Skim, Scan, Run!

An Active Approach to Developing Reading Macroskills



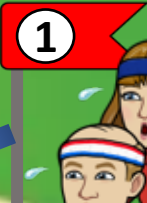
© 2022 by Kevin McCaughey and Heather Benucci. *Skim, Scan, Run! An Active Approach to Developing Reading Macroskills* for the American English Live Teacher Professional Development Series, sponsored by the U.S. Department of State with funding provided by the U.S. government and administered by FHI 360. This work is licensed under the Creative Commons Attribution-NonCommercial 4.0 license, except where noted. To view a copy of the license, visit: <https://creativecommons.org/licenses/by-nc/4.0/>

Our path!



Our path!

Finish!



Our path!



Our path!



What are macroskills
in relation to reading?

Our path!

Skimming &
scanning

Finish!



Our path!

Skim, scan, run! activity
F2F and online

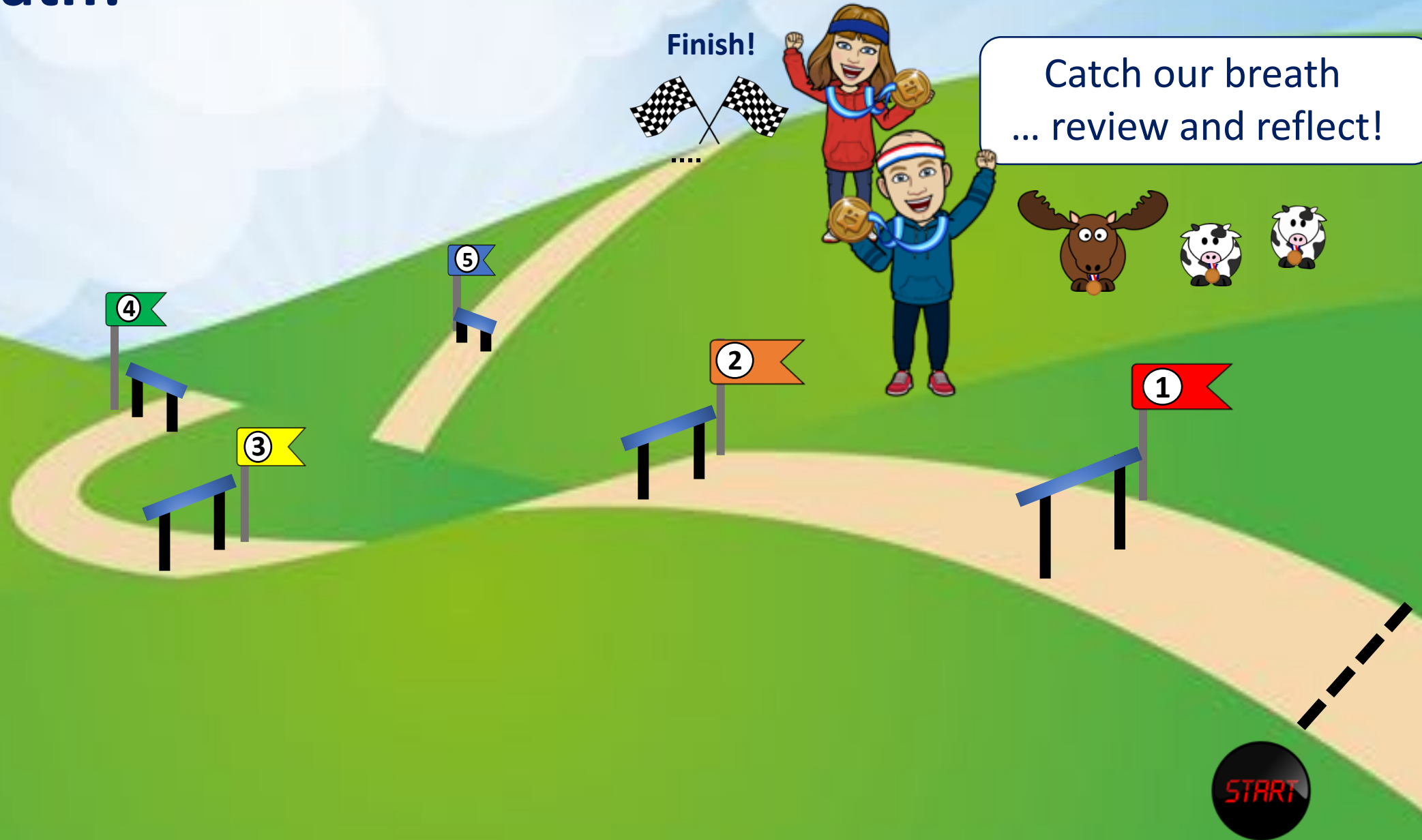
Finish!



Our path!

Finish!

Catch our breath
... review and reflect!



Fast action break!

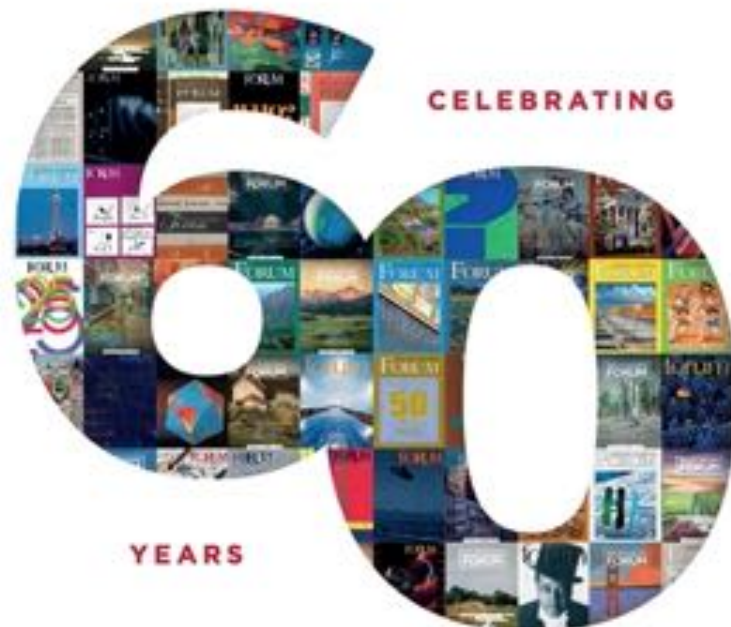


S – t – r – e – t – c – h!

On your marks, get set, GO!



ENGLISH TEACHING FORUM



CELEBRATING

YEARS

ARTICLES • Multimodal Materials and Modes of Communication | Digital Multimodal Composition

READER'S GUIDE • Questions for Analysis and Discussion

TEACHING TECHNIQUES • Mingle Away!

REFLECTIONS • *Forum* at 60

MY CLASSROOM • Lebanon

TRY THIS • Creating a Narrative Flipbook

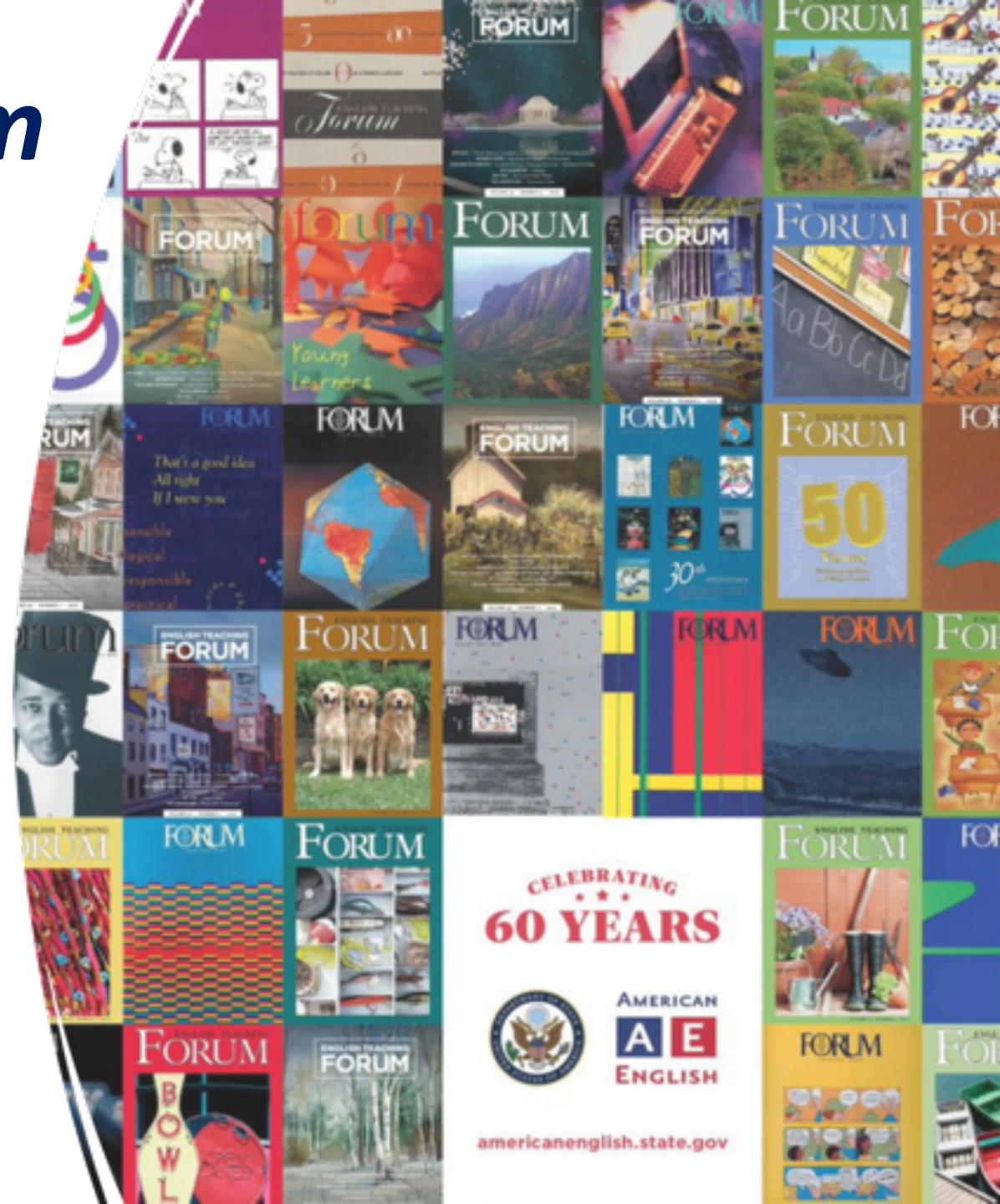
THE LIGHTER SIDE • Sixty Years

VOLUME 60 • NUMBER 1 • 2022

English Teaching Forum

A journal for and by ELT educators

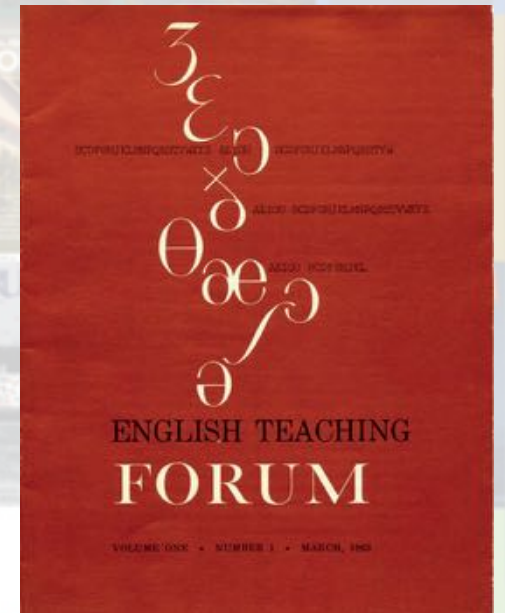
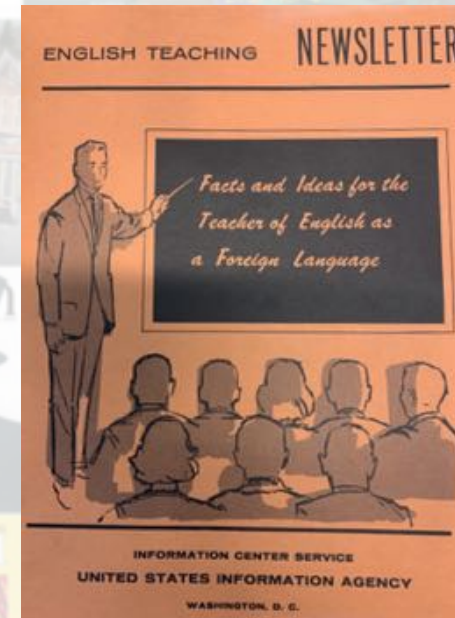
1. First published in _____
2. Read in more than ____ countries
3. Authors are _____
4. Cost to readers = _____



English Teaching Forum

A journal for and by ELT educators

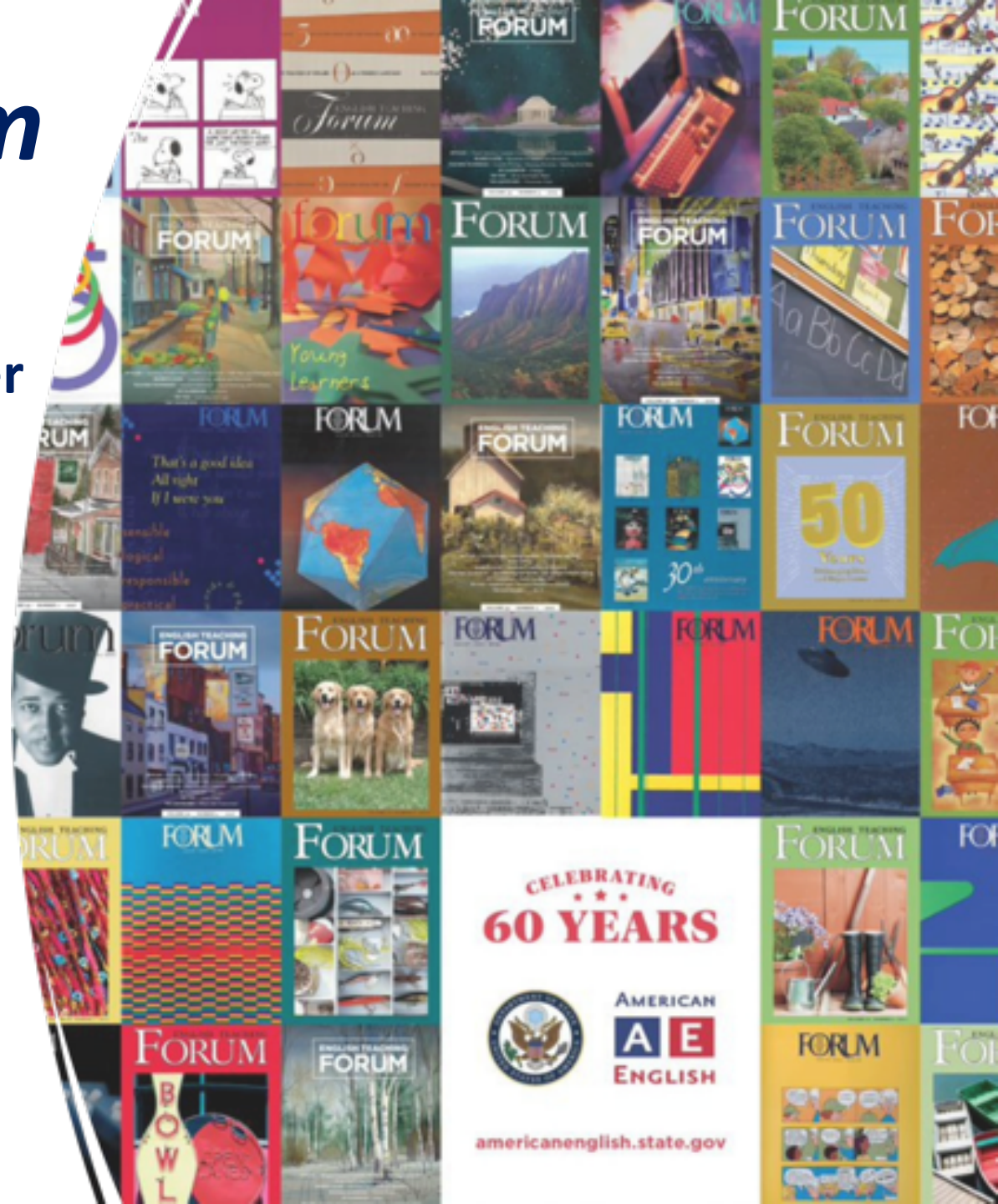
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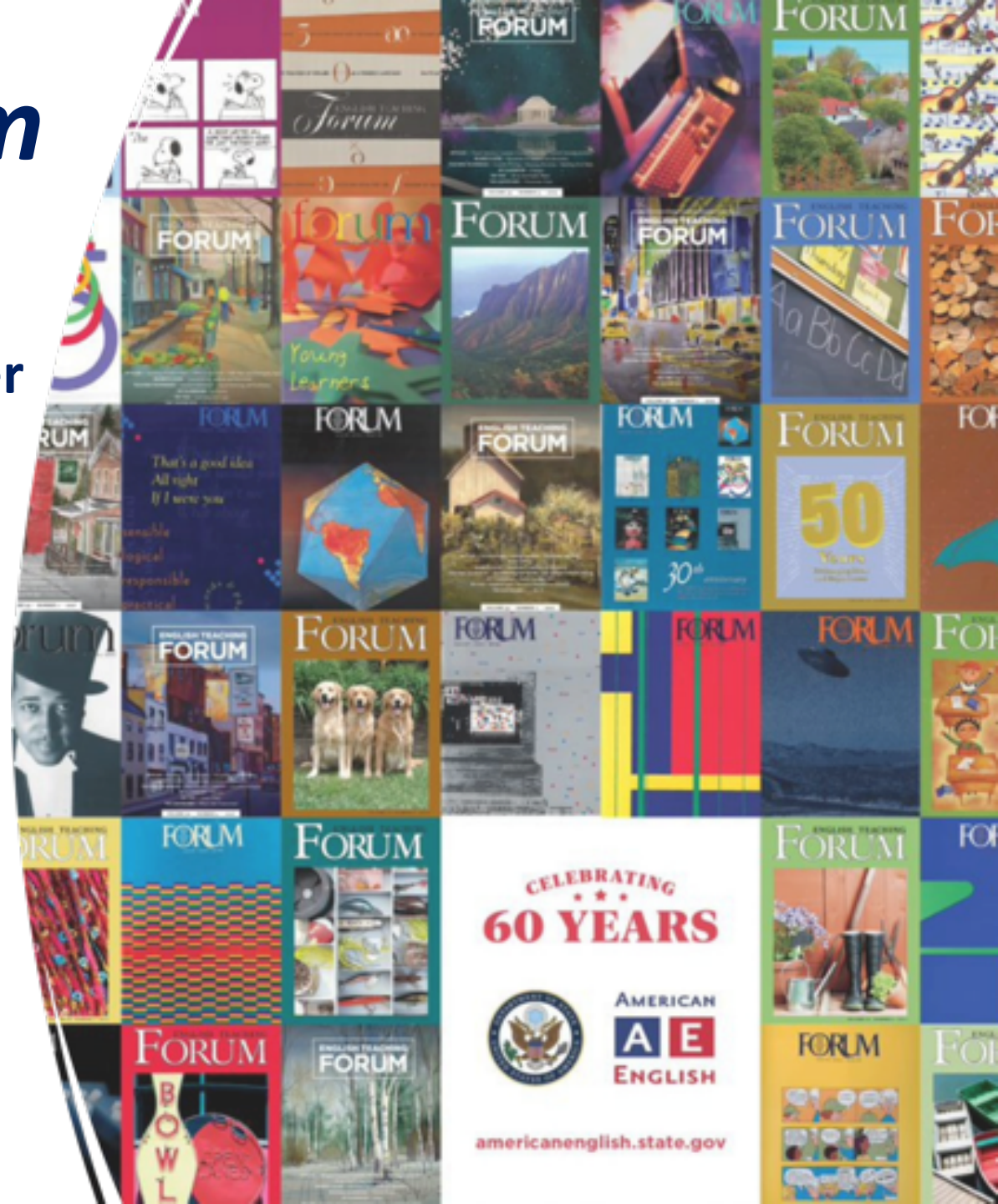
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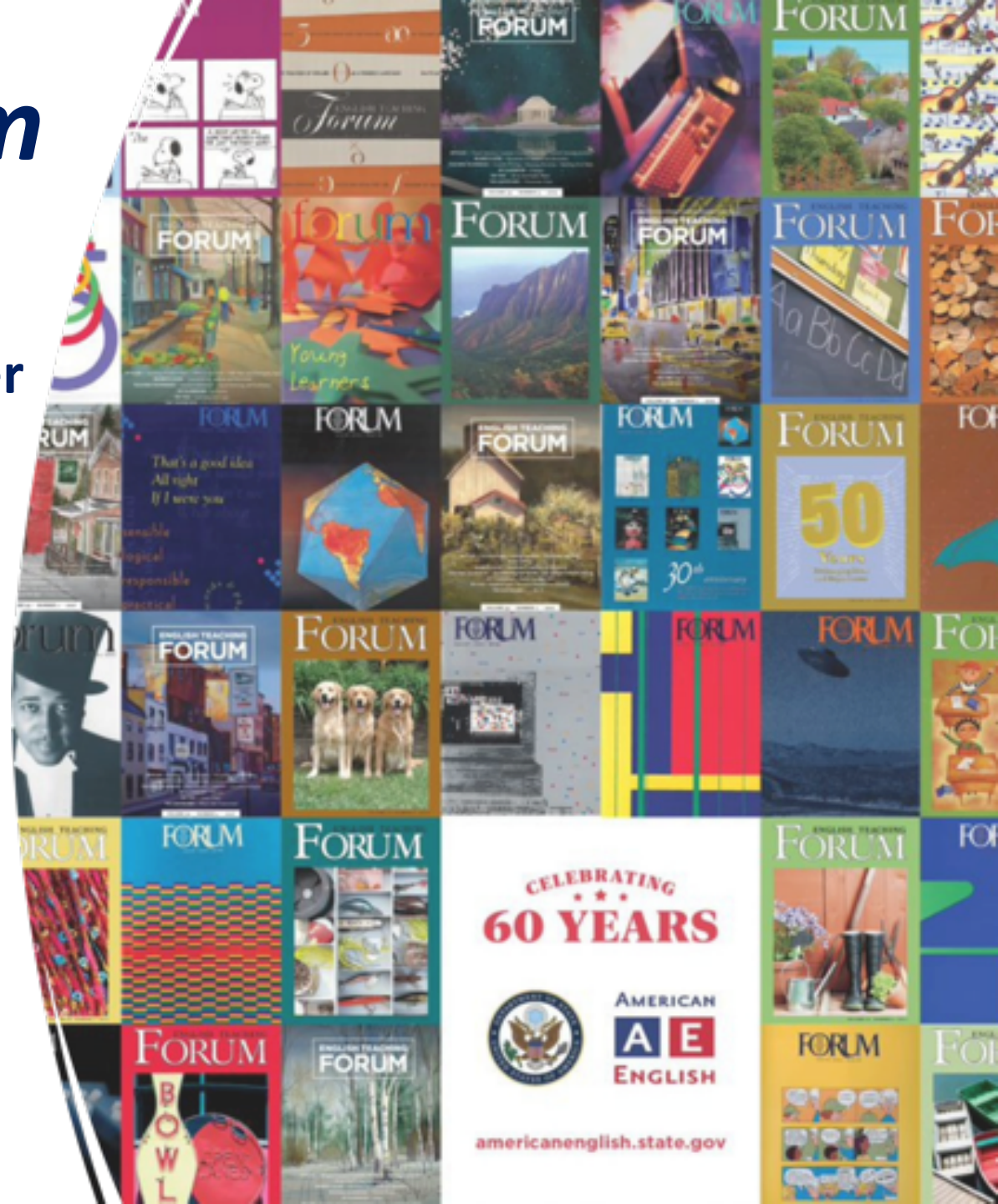
1. First published in **1962** as a **newsletter**
2. Read in more than **120** countries
3. Authors are _____
4. Cost to readers = _____



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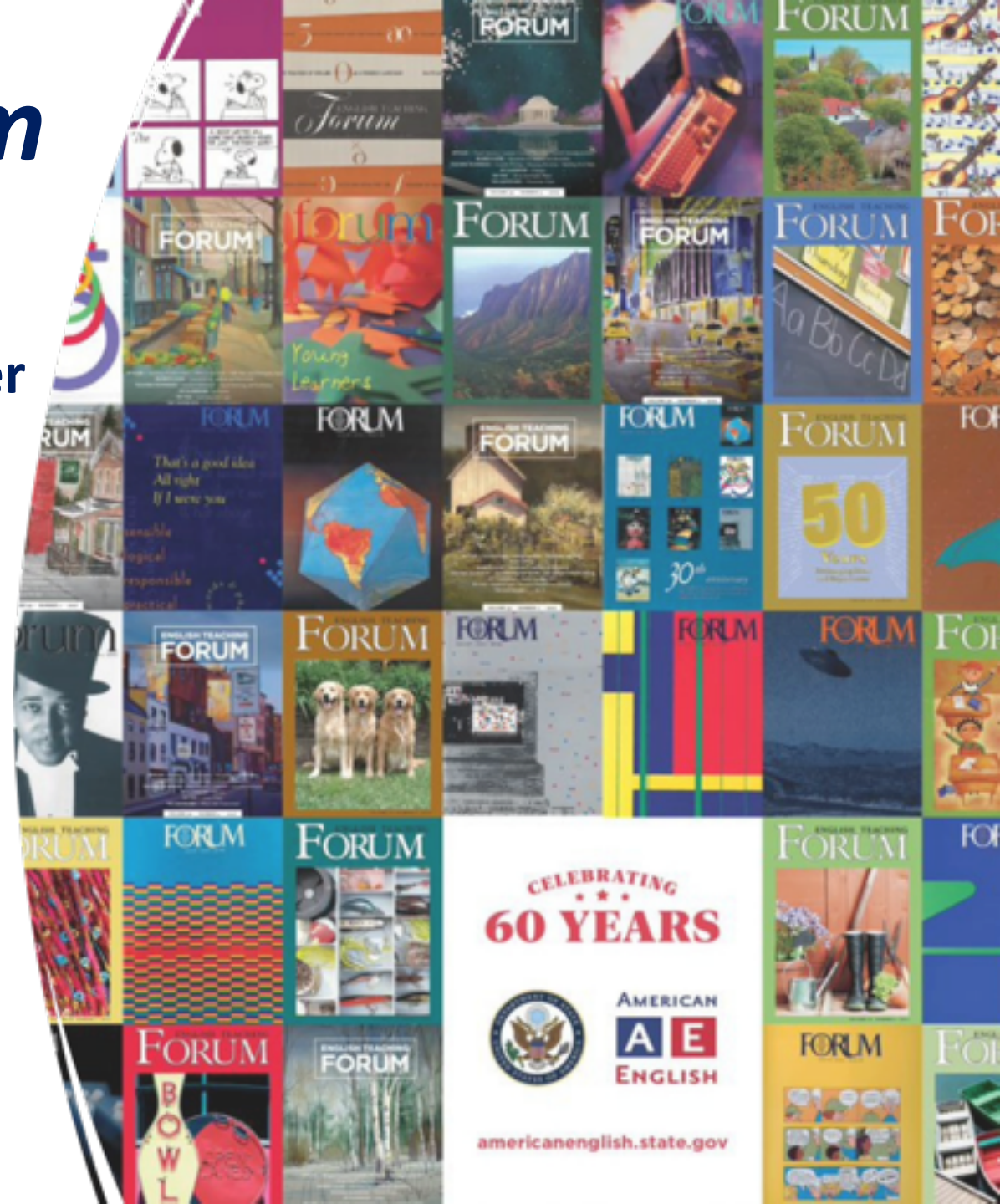
1. First published in **1962** as a **newsletter**
2. Read in more than **120** countries
3. Authors are **teachers**
4. Cost to readers = _____



English Teaching Forum

A journal for and by ELT educators

1. First published in **1962** as a **newsletter**
2. Read in more than **120** countries
3. Authors are **teachers**
4. Cost to readers = **FREE!**



Finding *English Teaching Forum*

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ENGLISH TEACHING FORUM

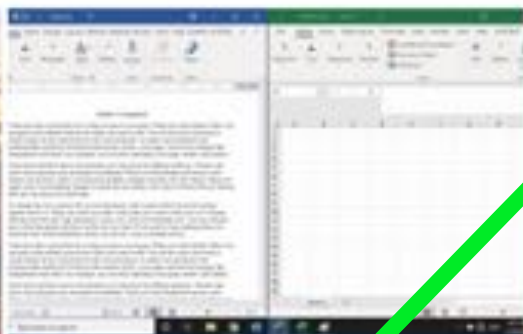
Forum Journal

A Quarterly Journal for
English Teachers



CURRENT ISSUE

Find strategies for using nonprofit commercials as the basis for topic-based and project-based learning ... assessing learners' productive vocabulary knowledge ... helping pre-service teachers observe classes more effectively... practicing tense and aspect in a creative, collaborative activity ... conducting "small talks" as warm-up and review ... and much more.



BONUS ARTICLE!

Learn how the split-screen function can simplify the process of marking assignments that your students have submitted electronically, and discover tips for using the split-screen function for other teaching purposes in this bonus article, available only online.



PAST ISSUES

Read articles written by teachers for teachers, with classroom ideas and activities, plus suggestions for professional development.

SEARCH FORUM JOURNAL RESOURCES

go

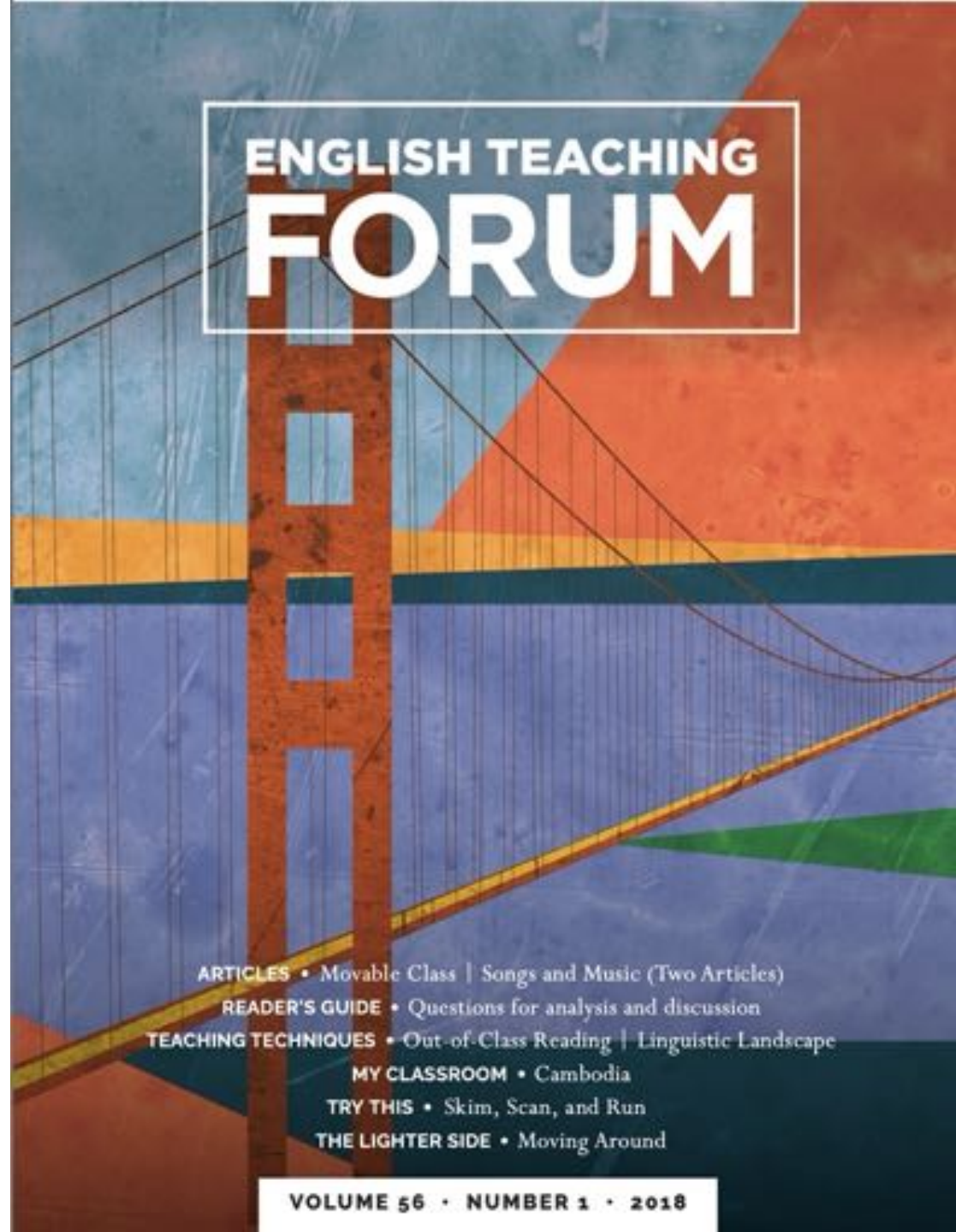
Navigating a *Forum* issue

Articles

Teaching Techniques
Try This

My Classroom

The Lighter Side



The Movable Class: How to Class-Manage for More Active and Healthful Lessons

Furniture—namely, desks and chairs—defines our classroom spaces and often the way we teach. Some teachers are fortunate: their classrooms have hybrid desk-chairs that can be picked up and moved. But even these are often arranged in rows, and they stay that way. Throughout much of the world, classroom desks are heavy, sometimes bolted to the floor, sometimes with benches attached, and shared by three or four students. At universities, lecturers face auditoriums with tiered rows of connected, immovable seats.

Traditional classroom design offers a clear message: “Students should sit still and listen.” But today’s research tells a different story. The Centers for Disease Control and Prevention (2010, 6) “found positive associations between classroom-based physical activity and indicators of cognitive skills and attitudes, academic behavior, and academic achievement.”

Teachers of young learners have long known that if you want kids involved in your learning scheme, you had better reward them with action. Teachers of older students, at grammar schools and high schools—certainly at universities—have been slower to take up the idea, associating movement with play, a lack of seriousness, and loss of discipline.

My purpose in writing this article is to persuade teachers of English at all levels to allow for more student movement, even if just a little. I call this approach to a dynamic classroom space a Movable Class. To begin, let’s compare the principle differences

between a Movable Class and a traditional class (see Figure 1).

Maybe your class is fine the way it is. Why go to the effort to add more movement?

Here’s why. By adopting Movable Class methods, by eventually thinking *movable*, you will use more group work and do so more effectively; you will design more student-centered activities; you will become a more confident classroom manager and vastly increase the range of your teacher’s tool kit; and I think you will have more fun. I know students will.

But the single most convincing reason to give the Movable Class a try is that getting students out of their desks is good for their health.

In the first part of this article, we will see how lack of movement, especially prolonged sitting, has serious health consequences. In the second part, we will examine how teachers can break that sitting cycle by

READER'S GUIDE

This guide is designed to enrich your reading of the articles in this issue. You may choose to read them on your own, taking notes or jotting down answers to the discussion questions below. Or you may use the guide to explore the articles with colleagues.

For example, many teachers discuss *Forum* at regularly scheduled meetings with department colleagues and members of teachers’ groups, or in teacher-training courses and workshops. Often, teachers choose an article for their group to read before the meeting or class, then discuss that article when they meet. Teachers have found it helpful to take notes on articles or write a response to an article and bring that response to share in a discussion group. Another idea is for teachers to try a selected activity or technique described in one of the articles, then report back to the group on their experiences and discuss positives, negatives, and possible adaptations for their teaching context.

The Movable Class: How to Class-Manage for More Active and Healthful Lessons (Pages 2–13)

Pre-Reading

1. In your classes, how much time do students typically spend moving around? Make an estimate. Is it zero percent of the class time? Is it ten percent, 20 percent—or more? Do you think that’s enough? Would you like to add more movement to your classes?
2. If your classes include movement, what benefits does movement give your students (and you)?
3. If your classes don’t include movement, what are the reasons?
4. Take a moment to think of your favorite activities and classroom tasks, the things you do again and again in your classes. List them here:
 - a.
 - b.
 - c.

Save this list. You’ll come back to it after you have finished reading the article.

Post-Reading

1. The article presents a number of reasons to incorporate movement into your classes. How many reasons can you remember without going back to the article to check? (Take a moment to remember them.) Now go back and check the article. How does your own experience with using movement in the classroom match the benefits the author describes?
2. Think of a reason for not using movement in your classes. Now ... pretend you are the author of this article. What do you think the author would say or suggest if he heard your reason for not using movement?
3. Which movement-based idea from the article are you most likely to try first? Think of a way to incorporate it into the next class you teach. Afterward, reflect on the experience. What happened? Is there anything you might change the next time you try it? Which idea do you want to try next?
4. Go back to the list of tasks and activities you wrote in response to Pre-Reading Question #4. Think. How can you make each of them more movable? Write down your ideas, and if you can, share and discuss them with a colleague.

Navigating a *Forum* issue

Articles

Reader's Guide

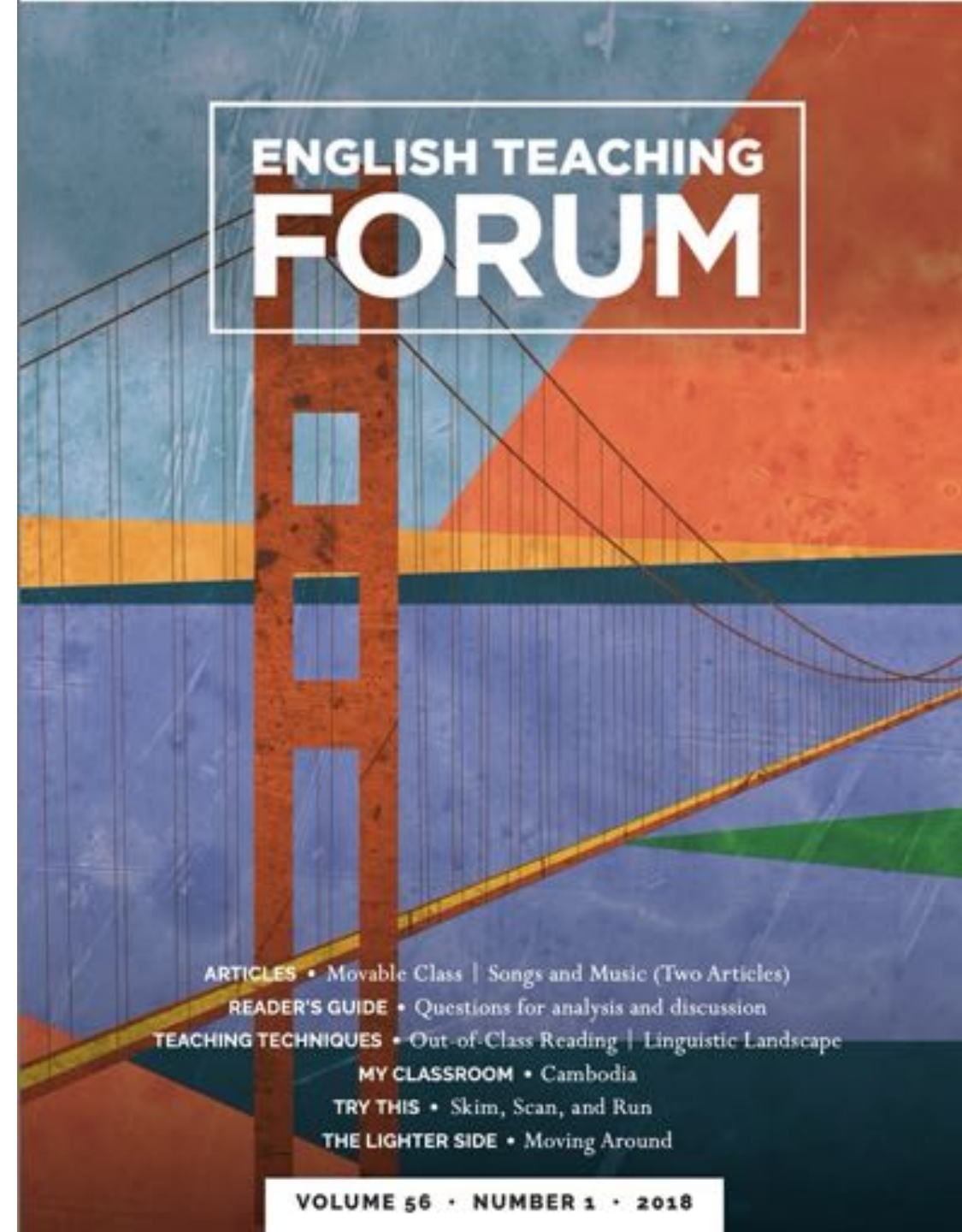
TEACHING TECHNIQUES

TRY THIS 

My Classroom

The Lighter Side

Classroom-ready
ideas!



Navigating a *Forum* issue

Articles

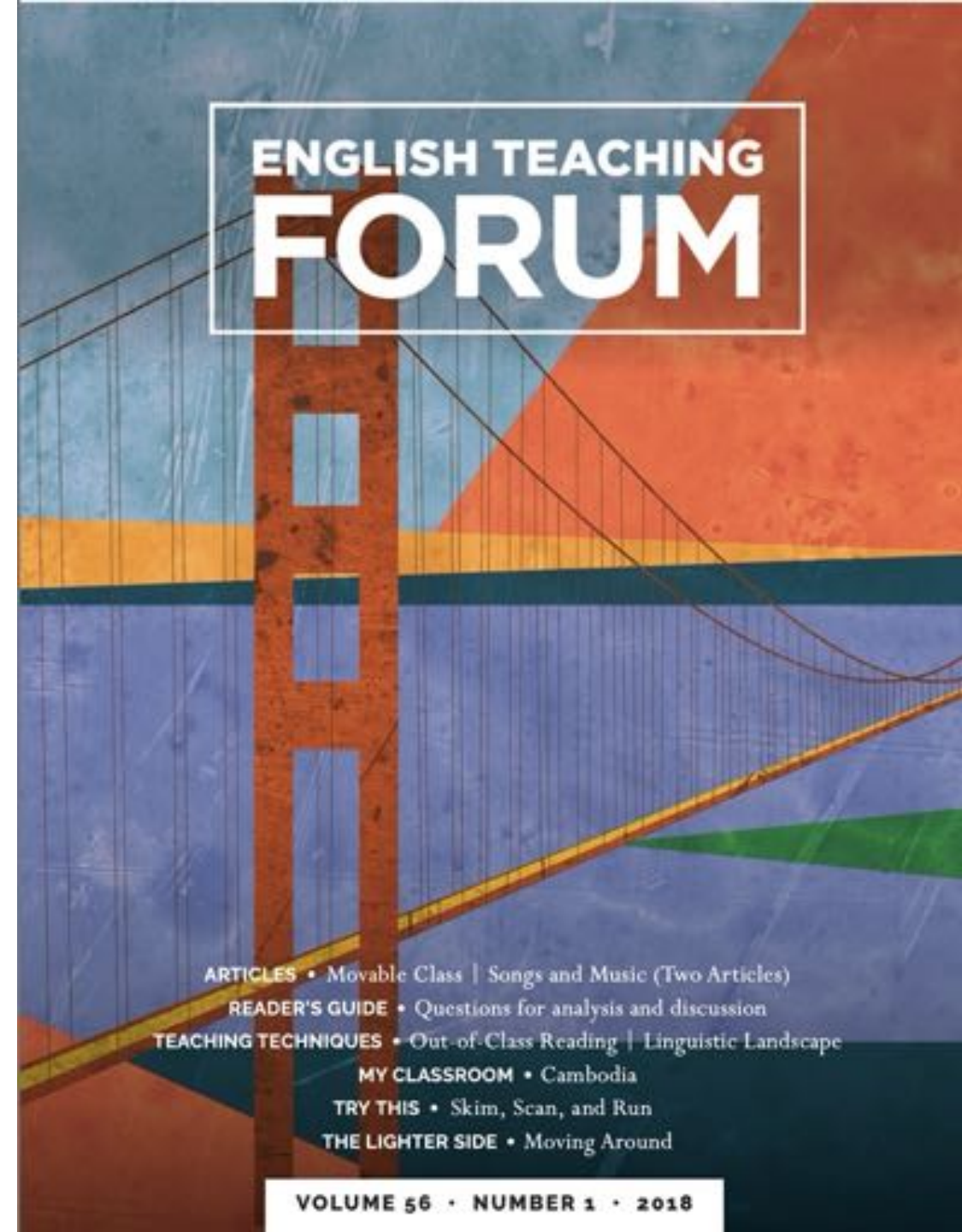
Reader's Guide

Teaching Techniques

Try This

My Classroom

The Lighter Side



Sarina Monh, a lecturer at the prestigious Royal University of Phnom Penh's (RUPP) Institute of Foreign Languages (IFL), comes from a family of teachers. Her father's family taught Khmer literature and mathematics, while her mother's family members were doctors, nurses, and midwives who trained and mentored others. Still, she said, "I didn't expect to become a teacher. I accidentally liked the English language."



Sarina Monh has been a lecturer at the Royal University of Phnom Penh's Institute of Foreign Languages since 2005.

Navigating a *Forum* issue

Articles

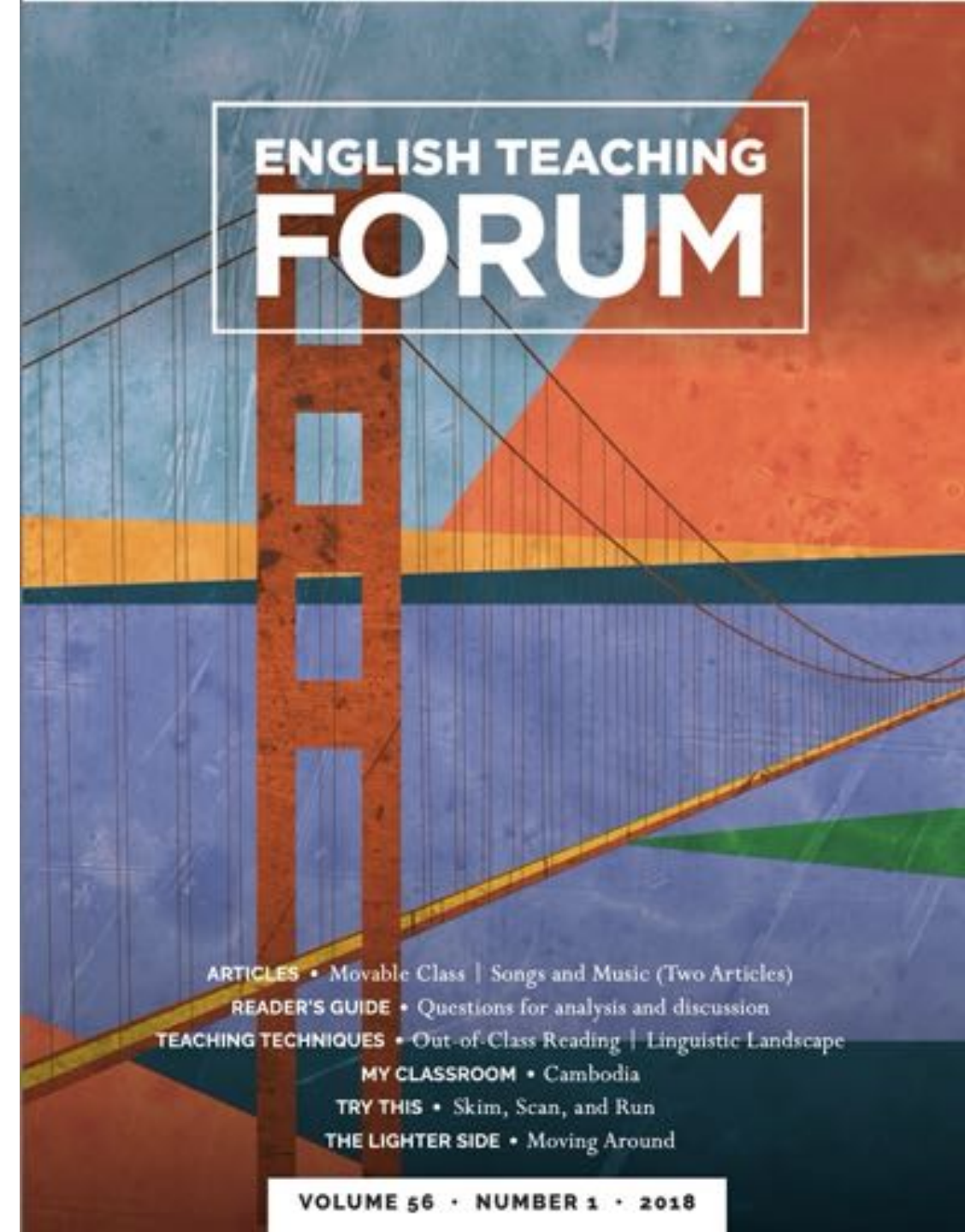
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Try This

My Classroom

The Lighter Side



THE LIGHTER SIDE

Moving Around

Many expressions in English include the word *move*—for example, *move in*, *make the first move*, *move mountains*. Each of the boxes below contains letters spelling an expression or sentence with the word *move*. Your job is to find the answers in each puzzle by connecting the letters to form an expression or sentence that uses all the letters provided. You can connect the letters by moving up, down, across, or diagonally, but you can move only one space at a time. For example, the letters in Box A can be connected to spell *move ahead*, as shown in Box B, beginning in the lower right-hand corner:

Box A

E	A	H
V	O	E
D	A	M

Box B

E	→	A	→	H
↑				↓
V	←	O		E
↓				
D	←	A		(M)

Read each of the clues below and find the answer in the box below the clue. Then write the answer in the spaces provided. Remember, you can move only one box (in any direction) to get to the next letter—and the word *move* is in every answer!

1. A prepositional phrase meaning "active"

E	T	H
V	N	E
O	M	O

2. A command telling someone to be active

N	D	M	O
A	P	T	V
G	E	U	E

3. A command telling someone to stay still

M	U	S	C	L
A	V	M	N	E
E	O	T	O	D

4. An expression meaning "go this way ... then that way ..."

D	F	H	T
N	A	O	R
C	K	E	O
A	B	V	M

Test your skills after the webinar!

This puzzle is on the
OPEN Webinar Resource Center:

[https://openenglishcommunity.org
/page/series-13](https://openenglishcommunity.org/page/series-13)

Keeping up with *Forum* 60th Anniversary events

Follow
American English for Educators
on Facebook

www.facebook.com/AmericanEnglishforEducators

The screenshot shows the Facebook profile of "American English for Educators". The header features a banner for "TEACHERS' CORNER JANUARY 2022: The Communicative Classroom" with illustrations of diverse people and the "AMERICAN A E ENGLISH for educators" logo. The page name "American English for Educators" is displayed with a verified badge, followed by the description: "American English for Educators serves as a resource center for teaching American English language an...". Navigation tabs for "Posts", "About", "Photos", and "Videos" are visible. The "Intro" section lists "445K Followers", "Page · Government organization", and the website "americanenglish.state.gov". A post from 8 hours ago celebrates the 60th anniversary of the English Teaching Forum, noting its distribution in 120 countries and providing a link to a journal. Below the post is a "Photos" section showing a collage of images related to the forum, including book covers and a world map. A large "FUN FORUM FACTS" graphic is also visible, stating: "English Teaching Forum has been distributed in 120 countries around the world". The footer includes links for "Privacy", "Terms", "Advertising", "Ad Choices", "Cookies", and "Meta © 2022".

TEACHERS' CORNER
JANUARY 2022:
The Communicative Classroom

AMERICAN A E ENGLISH
for educators

American English for Educators ✓

American English for Educators serves as a resource center for teaching American English language an...

Posts About Photos Videos

Intro

445K Followers

Page · Government organization

americanenglish.state.gov

American English for Educators ✓
8 hrs · 🌐

10? 50? 120? #ETForum has been distributed in 120 different countries! How many countries would you have guessed? This year we are celebrating 60 years of English Teaching Forum. Take a look at the journal here: <http://ow.ly/L5XO60GTkeI> #ETForum60th #EnglishTeachingForum #Forum60Years

Photos See All Photos

FUN FORUM FACTS
English Teaching Forum
has been distributed in
120 countries
around the world

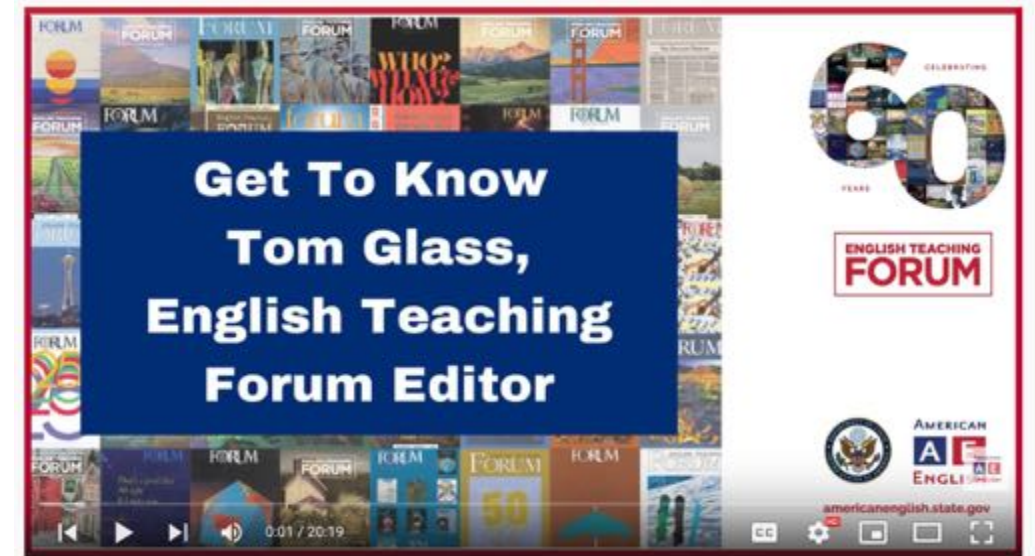
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5 Shares

Keeping up with *Forum* 60th Anniversary events

Subscribe to the
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#ETFourm #EnglishTeachingForum #ETForum60th

English Teaching Forum 60th Anniversary: Get To Know the Editor

293 views · Jan 3, 2022

20 DISLIKE SHARE SAVE ...

American English
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In this video, we get to know Tom Glass, English Teaching Forum's Editor-in-Chief, learn more about this journal for ELT educators, and discuss FORUM's 60 years in print.

#ETFourm, #EnglishTeachingForum, #ETForum60th, #Fourm60years

To learn more English or to get additional resources for English language teaching, see:
<http://www.facebook.com/AmericanEngli...>
<http://www.facebook.com/AmericanEngli...>
<http://americanenglish.state.gov>
<http://openenglishprograms.org>

English Teaching Forum
American English · 1 / 8



- English Teaching Forum 60th Anniversary: Get To Know the Editor
American English
- English Teaching Forum 55.1
American English
- English Teaching Forum 54.4
American English
- English Teaching Forum 53.3
American English
- My Classroom - Episode 1: Burma
American English
- My Classroom - Episode 2: Kazakhstan
American English

Our path!

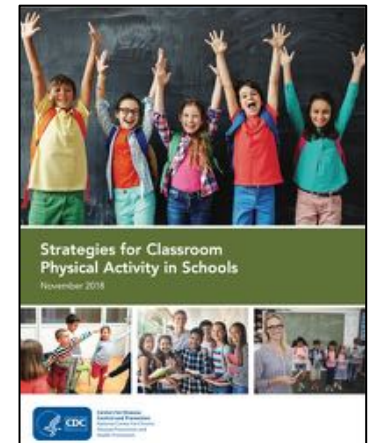




***Why* active learning?**

1. Classroom movement has multiple benefits:

- Improves student concentration and ability to stay on task
- Reduces disruptive behavior
- Improves motivation and engagement
- Improves academic performance
- Increases students' amount of daily physical activity



(CDC, 2018; pp. 11, 14-21, 23-29)

free, downloadable PDF - link on Resources slide

2. Active learning tasks break the cycle of prolonged sitting.

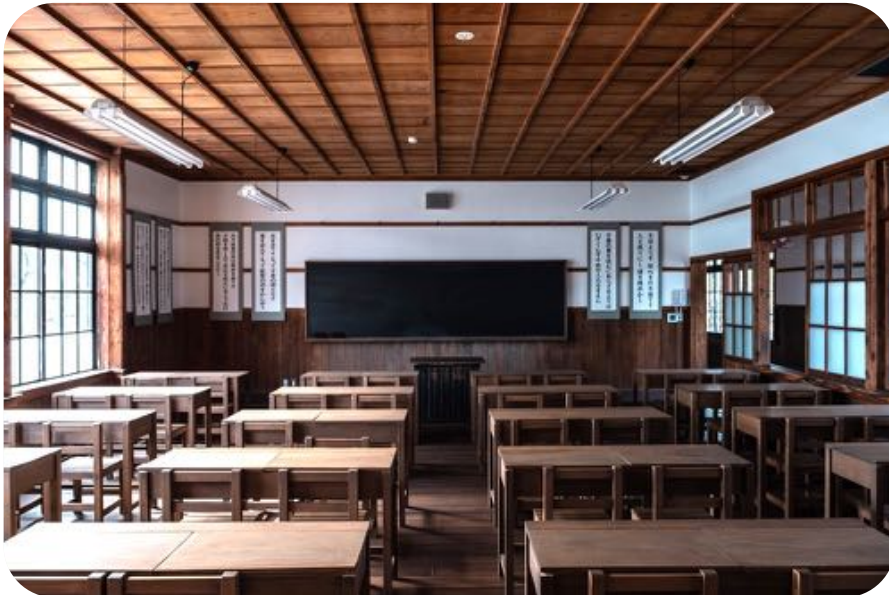
3. During the last two years we've done lots of screen learning. Sitting.

Let's challenge ourselves to support more active engagement in class and online!

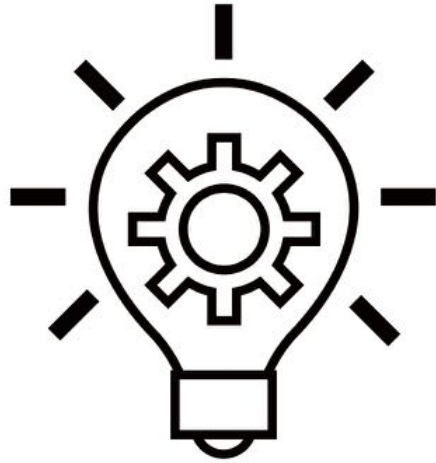
Tell us in the chat ...



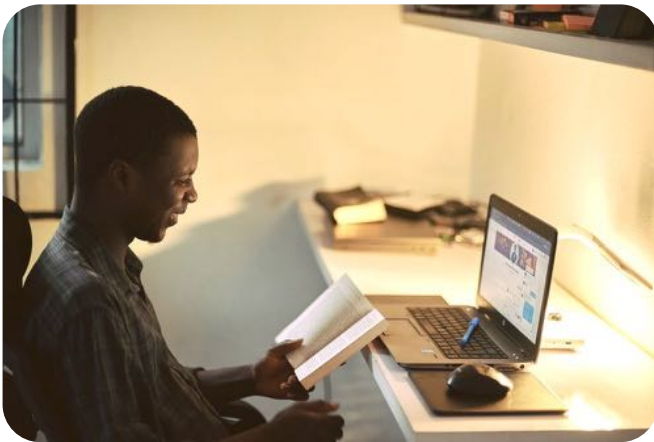
In a face-to-face class, how often do you have students get out of their seats?



Now, think ...



In your online classes, how often do your students get out of their seats?
Is there a difference? Why?



Tell us in the chat ...



What are some of the obstacles you might face in making lessons active in your physical classroom?



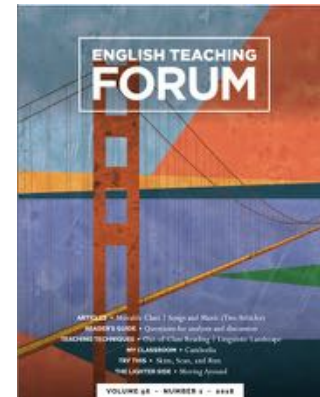
Tell us in the chat ...



What are some of the obstacles you might face in making lessons active in your physical classroom?



Find ideas for overcoming these obstacles in
“The Moveable Class”



Fast action break!



Action Answers



Yes



**Sort of
Not sure**



No

Question 1

Do you like raw garlic?



Yes



Not sure
Sort of



No

Question 2

Have you ever been scared by a monkey?



Yes



Not sure
Sort of



No

Question 3

**Can you name one
reading macroskill or microskill?**



Yes



**Not sure
Sort of**



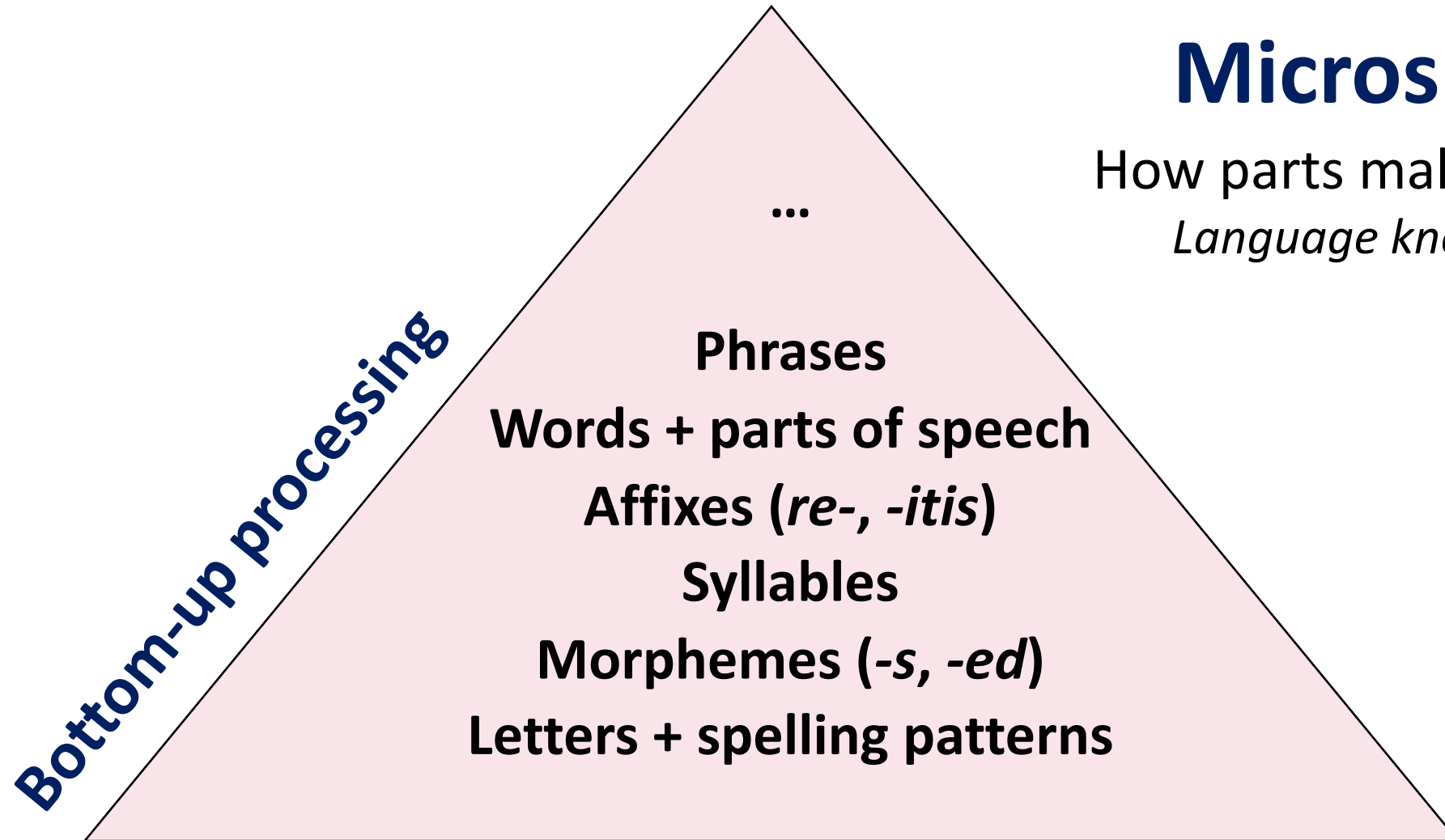
No

Our path!



What are macroskills
in relation to reading?

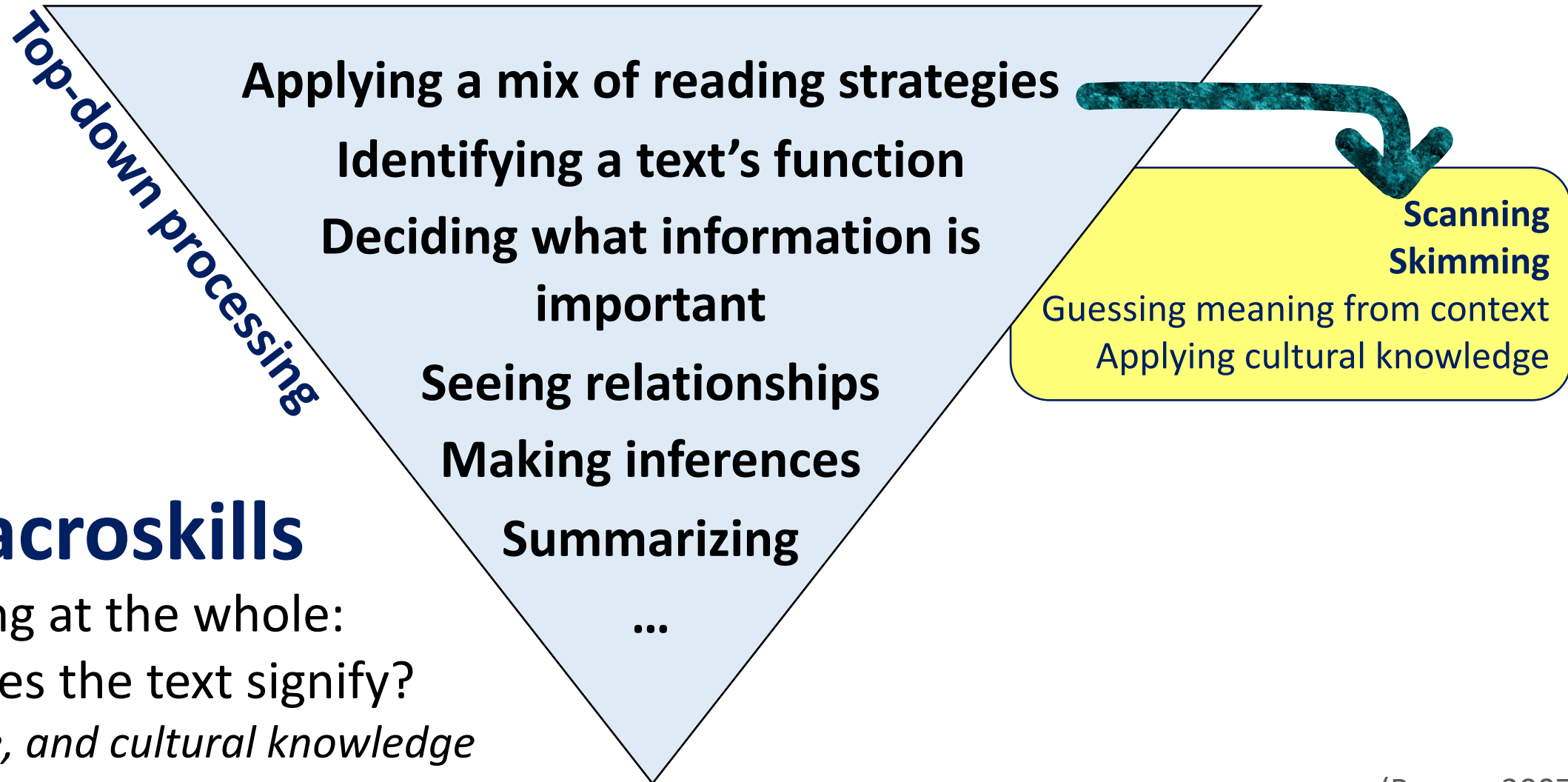
Reading: Processing & Skills



Microskills

How parts make a whole
Language knowledge

Reading: Processing & Skills



Tell us in the chat ...



Which are more important to readers,
macroskills or microskills?

Why?

Macroskills

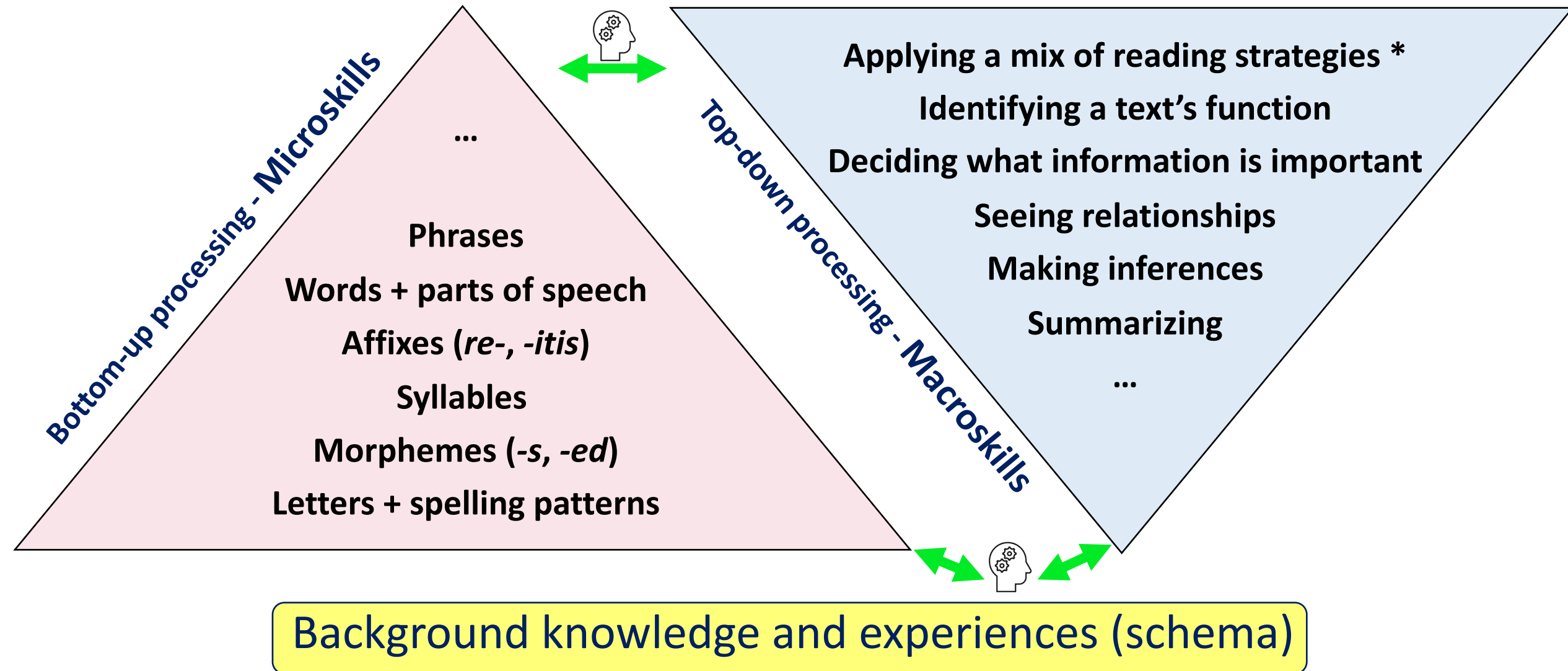
Looking at the whole:
What does the text signify?
Life, language, and cultural knowledge



Microskills

How parts make a whole
Language knowledge

Reading: Processing & Skills



Fast action break!



Dance party!

Ozomatli – “Can’t Stop”



Our path!



Skimming &
scanning

Doctor Skim

Skim for preliminary info



Doctor Skim's Tips

Skim for preliminary info



- ✓ Title and subtitles
- ✓ First and last paragraph
- ✓ Topic sentences
- ✓ Pictures, charts, figures

Professor Scan

Scan for answers



Professor Scan's Tips



Scan for answers

- ✓ Use finger or a tool to focus
- ✓ Review surrounding text for relevance
- ✓ Use what you know: organization patterns, symbols, positional information
- ✓ Don't forget: labels, charts, figures

Let's do it!



1. Grab a pencil or pen + paper.
2. Skim and scan to find the answers in the text on the next slide.
3. Write the answers down.
Don't write answers in the chat, please.
4. We'll check the answers as a group.

You'll have 45 seconds

Let's do it!

1. Why is a warmer climate a threat to polar bears?
2. How far can a polar bear swim without resting?



POLAR BEARS

DID YOU KNOW?



Polar bears live in Arctic coastal areas and on sea ice.

❄ ❄ ❄

Polar bears do spend time in the water and on land, but they hunt for food, rest, and raise their cubs on the sea ice.

Aa	SCIENTIFIC NAME <i>Ursus maritimus</i> ; "sea bear"
	WEIGHT 800 - 1,300 pounds (360 - 590 kg)
	HEIGHT 6 - 10 feet (1.8 - 3 m)
	POPULATION 22,000-31,000

POLAR BEARS CAN SWIM more than 60 miles (100 km) without rest TO FIND FOOD.

WILL THAT BE FAR ENOUGH IF SEA ICE KEEPS MELTING?



In 2008, these marine mammals were listed as a threatened species under the U.S. Endangered Species Act because their habitat is being lost due to climate change.

Let's do it!

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Our path!

Skim, scan, run! activity
F2F and online

Finish!



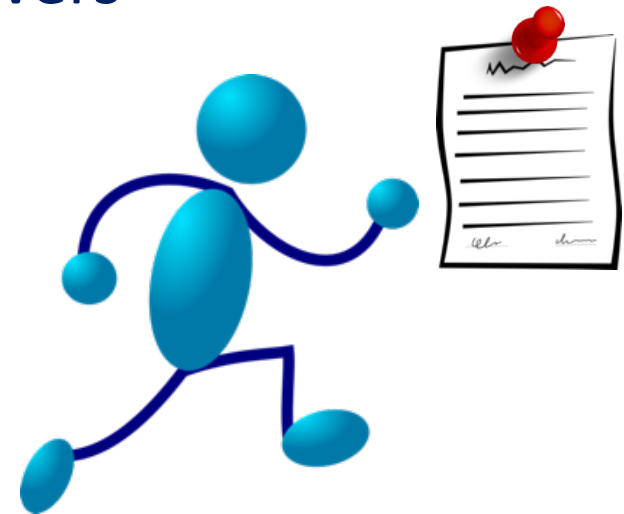
Skim, scan, run!

Level: intermediate - advanced

Time required: 20 - 40 minutes

Goals:

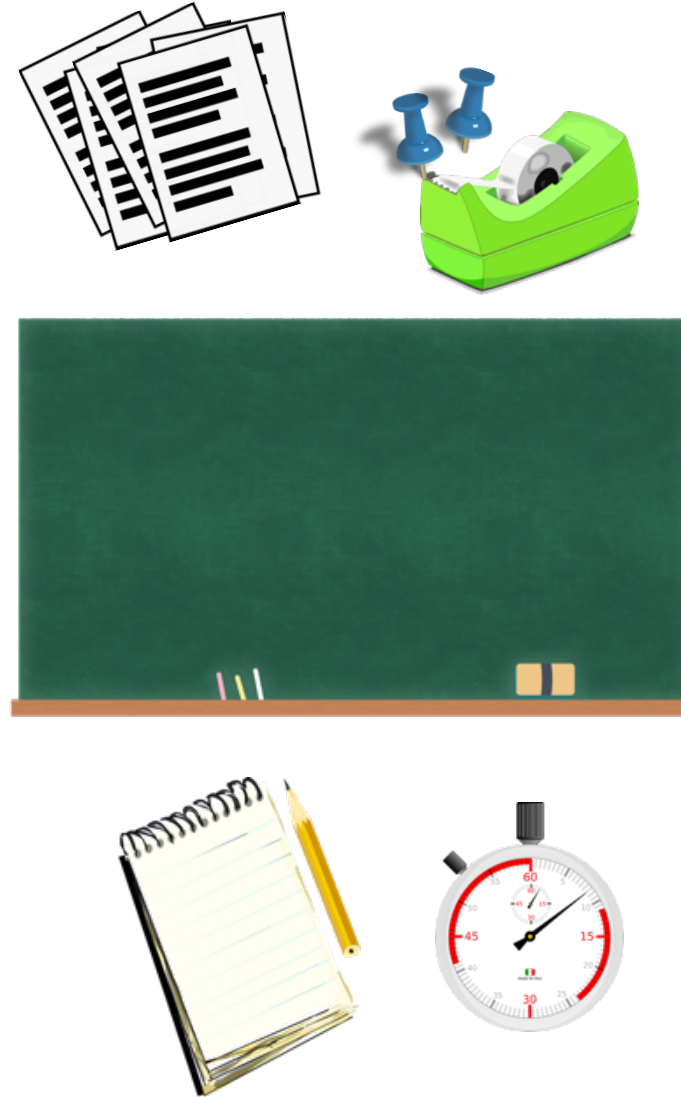
- Practice skimming and scanning strategies
- Talk to teammates to strategize and to confirm answers
- MOVE!



Preparation

Materials:

- 5 short texts
- Tape or pins
- Board + chalk or pens
- Paper + pencils or pens
- Clock or timer



A note on text selection

The texts can...

- connect to the curriculum or student interests
- relate to a theme or be about different topics
- be at the same or vary in difficulty level
- represent different genres



Example texts

Why

Rhinos mind their own business. They love grass from the ground, or, depending on the weather, they love to roll in the mud, too. Mud keeps them cool. I've sat in my car and watched rhinos for 20 minutes.

"Rock-licker," I called him.

Then he rubbed his chin on the rock. A

"Rock-rubber," I called him.

Rhinos have marvelous ears. Have you ever seen a curled leaf, or flower petals, or a grass blade?

Rhinos seem mythical or magical to some people. Actually, they have two horns, but only one is real. Behind the idea of the unicorn. When people want that thing. In the case of rhinos, they cut off their horns, even though the horns grow back. Your hair or fingernails. But people who don't seem to care that there are only a few rhinos left.

I wish they would mind their own business.

Rhinos mind their own business. They don't try to sell you anything or ask for money. Take time to get to know rhinos on Wednesday, September 22.

Taking Care

Oceans provide a home to amazing creatures and coral. Oceans are a renewable source of energy. They generate most of the planet's oxygen by absorbing carbon dioxide from the atmosphere. Oceans also help to regulate global climate.

Unfortunately, although humans receive many benefits from oceans, our activities affect the health of our oceans. Our activities have a positive impact. Here are a few things you can do to help.

- Dispose of trash properly. Don't litter.
- Recycle or reuse materials. Plastic items are harmful to oceans and to sea creatures. Make reusable shopping bags.
- Reduce your "carbon footprint" (the amount of nonrenewable resources). Bike, walk, carpool, and school. Use energy-efficient lights and appliances.
- Participate in a beach, river, or lake cleanup. These areas when you visit them.

POLAR BEARS

DID YOU KNOW?



Polar bears live in Arctic coastal areas and on sea ice.



Polar bears do spend time in the water and on land, but they hunt for food, rest, and raise their cubs on the sea ice.

Aa **SCIENTIFIC NAME**
Ursus maritimus; "sea bear"

 **WEIGHT**
800 - 1,500 pounds (360 - 590 kg)

 **HEIGHT**
6 - 10 feet (1.8 - 3 m)

 **POPULATION**
22,000-31,000

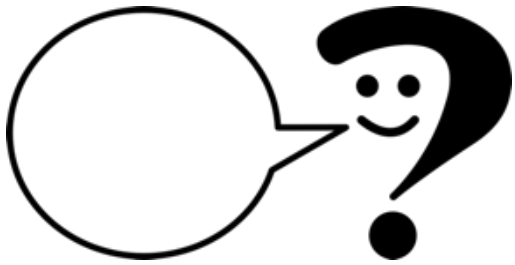
POLAR BEARS
CAN SWIM
more than
60 miles
(100 km)
without rest
TO FIND FOOD.

WILL THAT BE FAR ENOUGH
IF SEA ICE KEEPS MELTING?



In 2008, these marine mammals were listed as a threatened species under the U.S. Endangered Species Act because their habitat is being lost due to climate change.

Tell us in the chat ...



What other types of texts (genres) might you use to practice skimming and scanning?

Texts: nearly endless options!



Can't Stop: Lyrics
by Ozomati
(2:58)


(Bom, bom, bom, ba-ba-ba-va-yom bom-bom-ba-yoh... 3x)

1 So you feel you can't go on
(that) you got nothin' left to lose
(that) there is no one left to love
(that) you got nothin' left to choose
(you can't stop)

6 Can't live for yesterday
'Cause we gotta move on in a different way
Today is another day
Can't stop now today is another day

(Chorus)

10 Can't stop this love, (shake it, shake it, shake-shake it, shake it)
(we're movin')
Can't stop this love
Can't stop now
(we got to keep movin')
we got faith in what love can do




ANCHORAGE CITY GUIDE

State: Alaska Time Zone: Alaskan (UTC-9)
Population: 299,037 Climate: Subarctic
Area: 1561 sq. mi. Mayor: Ethan Berkowitz

REASONS TO VISIT THE CITY OF LIGHT AND FLOWERS

Anchorage, Alaska's largest city, is known for its cultural activities, diverse restaurants, and friendly people. The city is a gateway to wilderness areas and several mountain ranges.

Natural Beauty
Visitors can see wild animals, walk on a glacier, and see the Northern Lights. Anchorage is near national parks and has local parks and trails.

Recreation
Visitors can enjoy many physical and relaxation activities. Anchorage visitors can fish, hike, bike, ski, run, kayak, and ice skate.

Arts & Culture
Visitors can enjoy the Alaska Center for Performing Arts, the Anchorage Museum, the Alaska Native Heritage Center, and more!

FUN FACTS ABOUT ANCHORAGE

The famous Iditarod sled dog race begins in Anchorage.

According to AWWA, Anchorage has some of the country's best-tasting drinking water.

Anchorage is home to about 1,900 moose, 250 black bears, and 60 grizzlies.

Anchorage has more espresso stands per capita than any other U.S. city.

VOA News

US Mint Launches Quarters Honoring American Women

January 16, 2022 4:05 PM



The Maya Angelou Quarter is the first coin in the American Women Quarters™ Program. Maya Angelou was a celebrated writer, performer, and social activist.

The United States Mint on Monday launched its American Women Quarters Program, a four-year initiative to honor the work and accomplishments of various American women by placing their images on new quarters being launched from 2022 to 2025.

To mark the program's start, the Mint released quarters bearing the likeness of writer, performer and activist Maya Angelou. Best known for her 1969 memoir, *I Know Why the Caged Bird Sings*, Angelou is depicted on the coin with her arms outstretched in front of a rising sun and a bird in flight.

More US Stories

- US Mint Launches Quarters Honoring American Women
- US Cyber Officials Bracing for 'Log4j' Vulnerability Fallout

VEGAN **GLUTEN FREE** **BPA FREE PACKAGING**

CARRAGEENAN FREE **SOY FREE** **NON GMO Project VERIFIED**

Nutrition Facts	
6 servings per container	
Serving size 8 fl oz (240 mL)	
Amount per serving	
Calories 45	
	% Daily Value*
Total Fat 4g	8%
Saturated Fat 1g	2%
Trans Fat 0g	0%
Cholesterol 0mg	0%
Sodium 170mg	7%
Total Carbohydrate 1g	0%
Dietary Fiber 1g	4%
Total Sugars 0g	0%
Includes 0g Added Sugars	0%
Protein 1g	2%
Vitamin D 0mcg	0%
Calcium 430mg	35%
Iron 1mg	6%
Potassium 40mg	0%

*% Daily Value tells you how much a nutrient in a serving of food contributes to a daily diet.

Made With:
Almondmilk (Water, Almonds), Coconut Cream, Calcium Carbonate, Sunflower Lecithin, Sea Salt, Natural Flavors, Potassium Citrate, Locust Bean Gum, Gellan Gum, Monk Fruit Extract.

Perishable. Keep Refrigerated. Shake Well For Best Taste.
Consume within 7-10 days of opening.

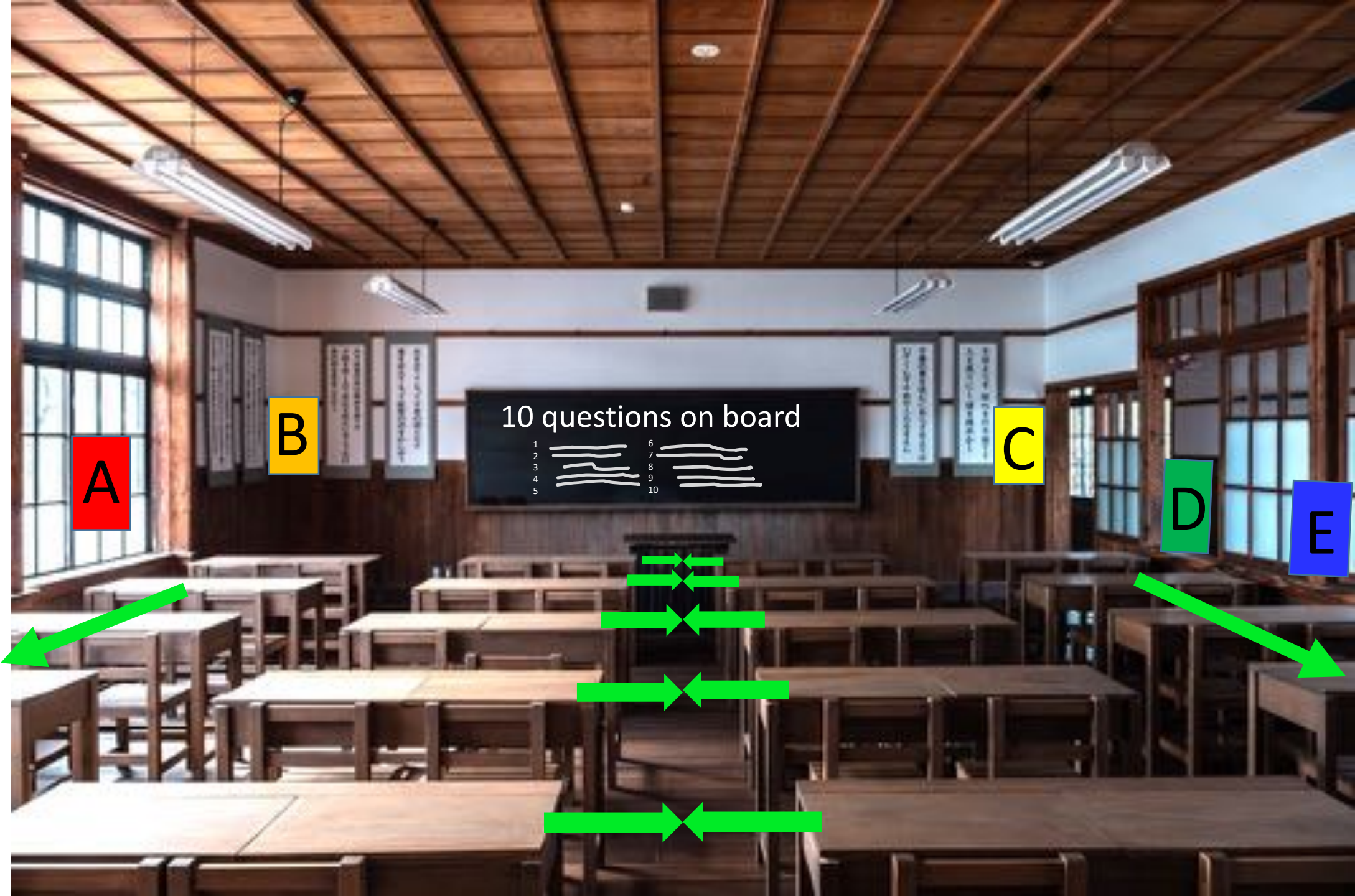
dictatorial /dɪk'tɔːrɪəl/ adj.
like a dictator. 2 overbearing.
orally adv. [Latin: related
TATOR]
diction /'dɪkʃ(ə)n/ n. manner
ciation in speaking or singing
dictio from dico dict- say]
dictionary /'dɪkʃənəri/ n. (p
book listing (usu. alphabetic
explaining the words of a lan
giving corresponding words i
language. 2 reference book

Preparation

- Post texts around the room
- Create 10 skimming and scanning questions
 - Number the questions
 - Write on board, project, or make handouts

Example questions:

1. How many rhinos are left in the world?
2. Which article focuses on how to solve an environmental challenge?



A

B

10 questions on board

1	~~~~~	6	~~~~~
2	~~~~~	7	~~~~~
3	~~~~~	8	~~~~~
4	~~~~~	9	~~~~~
5	~~~~~	10	~~~~~

C

D

E

A

B



C

D

E

1. Groups + paper at Homebase
2. Explain task
3. Share time limit
4. *Allow planning time*



A

B

10 questions on board

1	=====	6	=====
2	=====	7	=====
3	=====	8	=====
4	=====	9	=====
5	=====	10	=====

Total time: 7 minutes

C

D

E



1. How many rhinos are left in the world?

10 questions on board

1	=====	6	=====
2	=====	7	=====
3	=====	8	=====
4	=====	9	=====
5		10	=====

Total time: 7 minutes

A

B

C

D

E



1. How many rhinos are left in the world?

10 questions on board

1	=====	6	=====
2	=====	7	=====
3	=====	8	=====
4	=====	9	=====
5	=====	10	=====

Total time: 7 minutes

A

B

C

D

E



A

B

10 questions on board

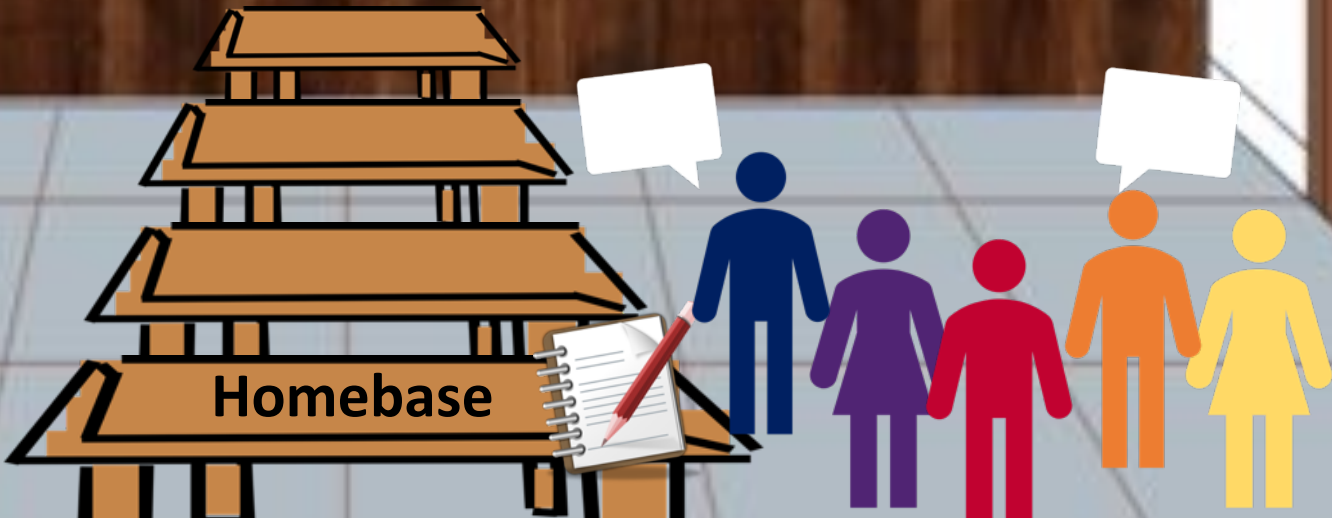
1	=====	6	=====
2	=====	7	=====
3	=====	8	=====
4	=====	9	=====
5	=====	10	=====

Total time: 7 minutes

C

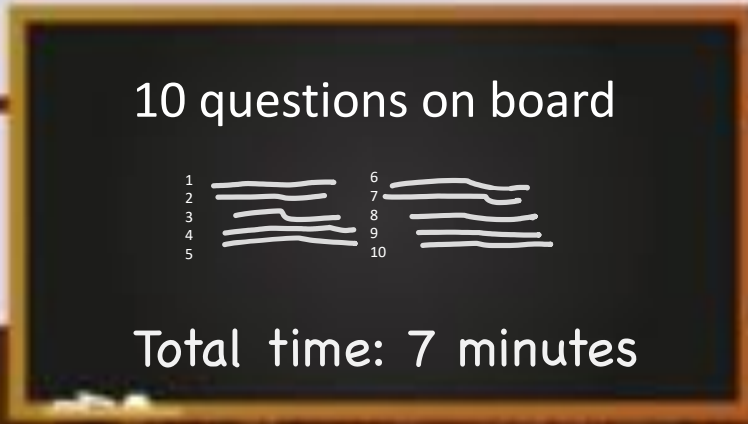
D

E



A

B



C

D

E

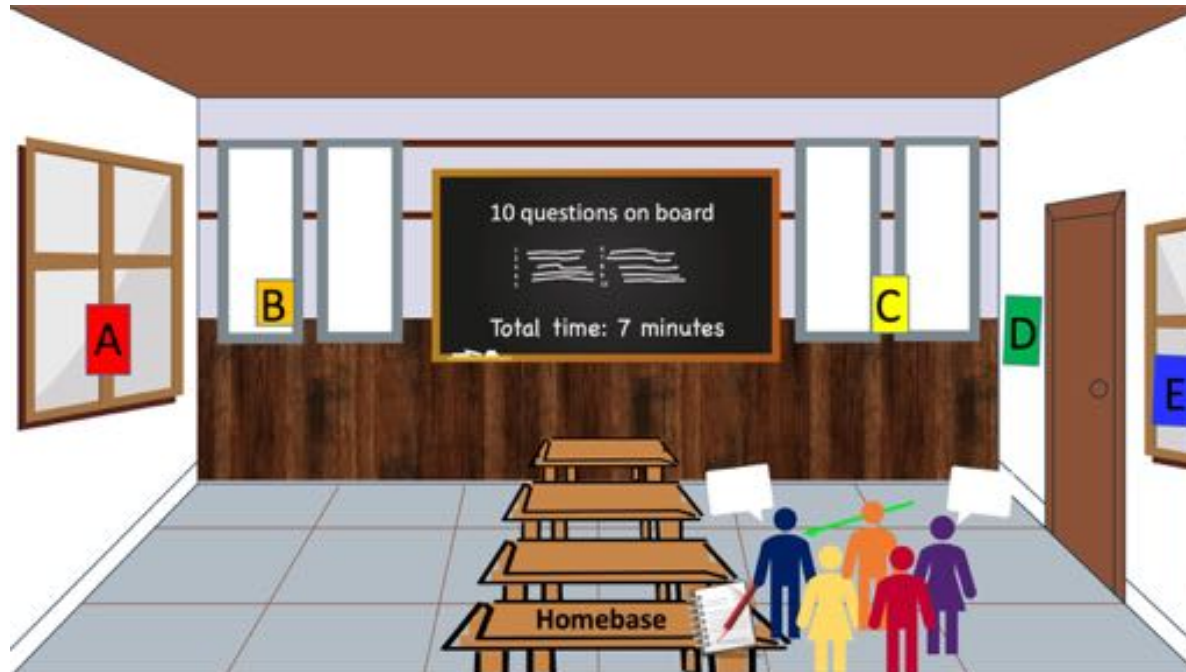
5. Time's up!
6. Check answers
7. Address tricky items
8. Celebrate winner if desired



Tell us in the chat ...



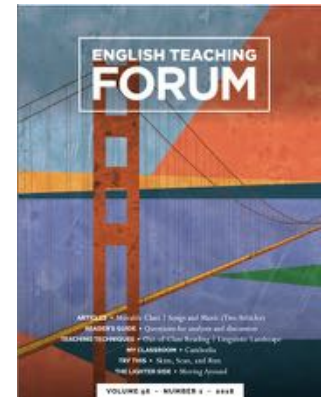
How might you vary or adapt this activity?
What could you change?



Variations

- Adjust the difficulty level
- Manage large classes by posting two (or more) sets of texts
- Vary skill focus with audio or video texts

Find more variation details in
the “Skim, Scan, and Run”
article



Listening variation with word slips



Skim, Scan, Run - Online

Materials:

- A short digital text
- Paper + pencils or pens
- Clock or timer

Preparation:

- Create skimming and scanning questions
- Create scavenger hunt list based on the skim/scan answers



Taking Care of Our Oceans

Oceans provide a home to amazing creatures like fish, marine mammals, sea reptiles, and coral. Oceans are a renewable source of food and power for humans, and they generate most of the planet's oxygen by supporting sea plants like kelp, algae, and plankton. Oceans also help to regulate global temperatures.

Unfortunately, although humans receive many benefits from oceans, we are their biggest enemy, as consumers of energy and as polluters. Have you thought about how your daily activities affect the health of our oceans? Making simple changes in your routines can have a positive impact. Here are a few things you can do:

- Dispose of trash properly. Don't litter on land or in water!
- Recycle or reuse materials. Plastic items, including bottles, can be particularly harmful to oceans and to sea creatures. Use reusable food or drink containers. Buy or make reusable shopping bags.
- Reduce your "carbon footprint" (the amount of energy that you use from nonrenewable sources). Bike, walk, carpool, or take public transportation to work and school. Use energy-efficient lights and appliances, and turn them off when no one is using them.
- Participate in a beach, river, or lake cleanup project. Or just pick up trash you see in these areas when you visit them.

- Digitally share text and questions.
- Ask students to individually record answers in a set amount of time.
- Check answers as a group.

Skimming & scanning questions

1. What are two ways to reduce the amount of plastic waste that pollutes oceans?
2. What is the author's purpose for writing the text?
3. What are two kinds of sea plants that produce oxygen in the air we breathe?

- Virtually share scavenger hunt list
- Ask students to find items and bring them back to share
 - Hunt for items one-by-one or all at once
 - Share with whole class or in breakout rooms

Skim & scan answers

1. What are two ways to reduce the amount of plastic waste that pollutes oceans?

recycle and reuse

2. What is the author's purpose for writing the text?

Share benefits of & threats to oceans, ask people to help

3. What are two kinds of sea plants that produce oxygen in the air we breathe?

algae, kelp

Scavenger hunt list

1. Find something plastic that you can recycle.
2. Find something that makes you think of the ocean and why it is special.
3. Find a plant that is producing oxygen in your space (a picture is fine, too!)

Let's do it!

Skim, Scan, RUN

1. Find something plastic that you can recycle.
2. Find something that makes you think of the ocean and why it is special.
3. Find a plant that is producing oxygen in your space (a picture is fine, too!)



Our path!

Finish!

Catch our breath
... review and reflect!



As we cool down, remember:

- Keep moving ... it is good for our bodies and brains!
- Developing macroskills (and microskills) can help students become more fluent, confident readers.
- Reading instruction should be fun ... because reading is AWESOME!



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Reflection Questions

1. We learned about the benefits of active engagement today. How might you encourage active engagement in your classroom?
2. Discuss how you plan to have students practice skimming and scanning in your classroom. Which texts do you plan to use?
3. How might you adapt the activities shared during today's session to fit your classroom context?



U.S. DEPARTMENT OF STATE

